

## **"The Hand" by Guy de Maupassant**

### **Suggested Lesson Procedure**

#### **1) Anticipation Guide (5 minutes):**

Have students complete the word association activity independently. Take volunteers to share responses.

#### **2) Vocabulary Graphic Organizers (15 minutes):**

Students should fill in their vocabulary graphic organizers by defining the words using an online dictionary.

Alternatively, you can read the definitions aloud for students to copy, focusing on listening skills.

#### **3) Read "The Hand" (15 minutes):**

Read the short story *"The Hand"* by Guy de Maupassant as a whole class. Encourage students to volunteer to read in sections out loud.

#### **4) Close Reading Questions (40 minutes):**

Have students get into pairs or small groups to work on the close reading questions. (20 minutes)

After group work, come together as a class to review all the answers. This will deepen understanding, encourage engagement, and reinforce literacy analysis skills. (20 minutes)

#### **5) Literary Elements Chart (15 minutes):**

Students should fill out the literary elements chart. (10 minutes)

Review the answers as a class to ensure understanding and clarity. (5 minutes)

#### **6) Writing Options (20 minutes):**

Students will choose one of two writing options and complete it independently.

Name:

Date:

## Anticipation Guide

**Directions:** Read the words below and write down the first word that comes to mind.

**Example:**

**Field**

**Baseball**

1. Judge

2. Rumors

3. Undead

4. Animals

5. Chain

6. Legend

7. Hunting

8. Bones

9. Nightmare

10. Evidence

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## Vocabulary "The Hand"

| Word         | Part of Speech | Definition |
|--------------|----------------|------------|
| insatiable   | adjective      |            |
| enshroud     | verb           |            |
| uncanny      | adjective      |            |
| inexplicable | adjective      |            |
| vendetta     | noun           |            |
| stratagems   | noun           |            |
| abominable   | adjective      |            |
| punctilious  | adjective      |            |
| inscrutable  | adjective      |            |
| quarrell     | verb           |            |

11. What nightmare does Bermutier have?

12. What was the final analysis Bermutier provided for the murder of Sir Rowell?

13. How does the author build suspense in this story?

14. What gothic motifs or elements are present in this story?

15. Why does Bermutier take the time to tell the women about the story from Ajaccio? What does it have to do with the current crime that occurred in Saint-Cloud Paris?

16. This story consists of an ambiguous ending where there are two possible explanations regarding the death of Sir Rowell: a practical explanation and a supernatural one. Which one do you believe and why?

17. Do you think it's accurate to say that humans have an "eager and insatiable desire for the horrible"?

18. Why and how do rumors get started? How are they dangerous?

19. Is it true that out of all the world's most dangerous animals to hunt, "man is the worst"?

20. Do you believe in the supernatural? Explain.

Name:

Date:

“The Hand” Short Story Elements

|            |         |
|------------|---------|
| Setting    | PREVIEW |
| Characters | PREVIEW |
| Conflict   | PREVIEW |
| Plot       | PREVIEW |
| Resolution | PREVIEW |
| Mood       | PREVIEW |
| Tone       | PREVIEW |
| Theme      | PREVIEW |

## Creative Writing Options

**Option A:** Write a prequel to the story. Decide what and how Sir John Rowell and the owner of the severed hand became vendettas. How did he lose the hand? How did he find Rowell? Be creative! Make sure your story is at least one page in length.

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**Option B:** Reimagine this short story as a narrative poem. Write an original poem that includes all the same short story elements (setting, conflict, resolution). Your poem should be at least 16 lines and contain a rhyme scheme of either AABB, ABAB, or ABCB.

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